

There are six shifts that the Common Core State Standards (CCSS) in **ELA & Literacy in History/Social Studies, Science, and Technical Subjects** require of us if we are to be truly aligned with the CCSS in terms of curricular materials and classroom instruction.

Shifts in ELA / Literacy	
<b>Shift 1: Increase Reading of Informational Text</b>	<p>Classrooms are places where students access the world – science, social studies, the arts and literature – through informational and literary text. In elementary, at least 50% of what students read is informational; in middle school, it is 55%; and by the end of high school, it is 70% (<a href="#">CCSS Introduction, p. 5</a>).</p> <p>Increasing the amount of informational text students read K-12 will prepare them to read college and career-ready texts.</p>
<b>Shift 2: Literacy Instruction in all Content Areas</b>	<p>Content-area teachers emphasize reading and writing in their planning and instruction for teaching the content.</p> <p>Students learn through reading domain-specific texts in history/social studies, science, and technical subjects and by writing informative/explanatory and argumentative pieces (<a href="#">CCSS Introduction, p. 3</a>).</p>
<b>Shift 3: Text Complexity</b>	<p>In order to prepare students for the complexity of college and career-ready texts, each grade level requires growth in text complexity (<a href="#">Appendix A, pp. 5-17</a>). Students read the central, grade-appropriate text around which instruction is centered (see exemplars and sample tasks, <a href="#">Appendix B</a>).</p> <p>Teachers create more time in the curriculum for close and careful reading and provide appropriate and necessary supports to make the central text accessible to students reading below grade level.</p>
<b>Shift 4: Text-based Answers</b>	<p>Students have rich and rigorous conversations which are dependent on students reading a central text.</p> <p>Teachers ensure classroom experiences stay deeply connected to the text and that students develop habits for making evidentiary arguments based on the text, both in conversation as well as in writing, to assess their comprehension of a text (<a href="#">Appendix A, p. 2</a>).</p>
<b>Shift 5: Increase Writing from Sources</b>	<p>Writing instruction emphasizes use of evidence to inform or to make an argument; it includes short, focused research projects K-12.</p> <p>Students K-12 develop college and career-ready skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they listen to and read (<a href="#">Appendix A, pp. 24-26</a>; see student samples, <a href="#">Appendix C</a>).</p>
<b>Shift 6: Academic Vocabulary</b>	<p>Students constantly build the vocabulary they need to be able to access grade-level complex texts.</p> <p>By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) teachers constantly build students’ ability to access more complex texts across the content areas (<a href="#">Appendix A, pp.33-36</a>).</p>